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**UNIVERSITI TEKNOLOGI MARA**

**A STUDY OF PERCEIVED AND  
PREFERRED TEACHING STYLES IN  
LEARNING ENGLISH LANGUAGE**

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Dissertation submitted in partial fulfilment of the  
requirements for the degree of

**Master of Education  
(TESL)**

**Faculty of Education**

June 2012

## CANDIDATE'S DECLARATION

I declare the work in this thesis was carried out in accordance with regulation of University Teknologi MARA (UiTM). It is original and is the result of my own work. This thesis has not been submitted to other academic institution for other degree or qualification.

In the event that my thesis is found to violate the conditions mentioned above, I voluntarily waive my right of conferment of my degree and be subjected to the disciplinary rules by the UiTM.

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## ABSTRACT

Most of the teachers have their own styles and methods of teaching the students. This study aims to identify the teaching styles of English language teachers that contribute to students' performance. This study examines the students' preference teaching styles with respect to their teachers' teaching styles. Besides, this study investigates the level of students' satisfaction of learning English in respect of their teachers' teaching styles. The teaching styles mentioned are based upon Grasha's Model (1996) consisting of Formal Authority, Demonstrator, Delegator and Facilitator Teaching Style. It has been done towards 169 pupils (random sampling) and four English teachers of a primary school in rural area through a survey method and interviews. The data gathered has been analyzed using SPSS. The findings revealed that, the teachers combined Demonstrator and Facilitator Teaching Styles in delivering the subject content. The result also demonstrated statistically significant higher scores in term of preference Formal Authority Teaching Style. In term of pupils' satisfaction level towards teacher's teaching styles in learning English, Demonstrator and Facilitator Teaching Style score higher than the others.

Keywords: Teaching Styles, Achievement, Preferences, Satisfaction.

## ACKNOWLEDGEMENT

*In the name of Allah, the Most Gracious and Most Merciful*

First of all, I would like to thank Allah for grant me an opportunity to complete this study excellently. Next, I would like to thank my husband, my son and my parents for their endless support and always bear with me throughout my arduous journey. For Dr. Johan@Eddy Luaran, thank you so much for being my supervisor. You are an advisor in every best sense of the word and a blessing to me on this journey for mentoring and assisting me to complete this study. I would like to express my gratitude to my colleagues and students for their time and cooperation in attending my questionnaire and make this study possible. Last but not least, I want to thank my friends for their moral and emotional support and inspiration in completing this research. Thank you so much.

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